LION'S TALE
Saint Leo College, Saint Leo, Florida

An Open Letter

To The St. Leo Community

I originally intended to take this space to react to Dean Marsh's comments about the **Joint Statement on Rights and Freedoms of Students** which was erroneously referred to as a "guideline statement" or a "working paper." However, this is not the case. As stated on the cover, the document in question is **approved** by the U.S. National Student Association and by the American Association of University Professors. In an editorial for February 28th, the St. Petersburg **Times** called NSA the "oldest, largest and least politically activist of campus organizations," and referred to its moderate position "between extremes of right and left." The AAUP is the organization for professors whose academic interests are traditional and scholarly rather than inexperienced, juvenile, and educratic. Approval by these two eminently respectable organizations means that MILLIONS of students and professors have endorsed ALL of the politics contained therein. In fact, the copy that originally appeared on our campus came directly from the National Office of AAUP. Further consideration of Dean Marsh's comments, however, convinced me that rebuttal to protect the interests of students was not necessary because he has "no opinion" on any of "those guideline statements, definitive statements rather than definitive statements of fact, per se." (sic)

Therefore, I address myself to a far more serious problem for the future of St. Leo College. At the faculty meeting of February 22, Dean Marsh presented a lengthy document entitled "Bylaws of Administration, St. Leo College" which he intended to submit to the Board of Directors for its provisional approval. The faculty is then to examine the document and submit its recommendations to the Faculty Handbook Committee which will review and submit the recommendations to the whole faculty for approval. The hitch here is that the Dean of the College has "reminded" the members of the faculty that they have no real voice in the administration of the college and that their recommendations need not even be considered, much less adopted. The proposed "bylaws" testify to the administration's view of the faculty members as servile employees rather than partners in an institution of higher education.

Space does not permit a word-by-word analysis of this twelve page conglomeration of educational jargon. But anyone interested enough to struggle through the entire document will be able to indict practically every sentence on grounds of vagueness, inconsistency, syntactical incompetence, or abusiveness toward the rights of students and faculty members. For example, the divisional chairmen draw up teaching schedules, supervise in-service training (whatever that is), consult on hiring, promotion and firing of faculty members and area coordinators, and pass down the directives of the administration on curriculum. In none of these areas is the faculty or the divisional chairman even invited to submit recommendations, much less charged with specific responsibilities. In describing the duties and responsibilities of the faculty, the proposed by-laws **require** faculty members to "cooperate" with "officials of the college" by attending "**assigned** classes," moderating student activities, attending meetings and public functions, and getting permission of the President to "engage in **any** outside employment or occupation." In none of these **requirements**, do we find any expression of consideration for the wishes, competence or contractual arrangements of individual faculty members.

Finally, there is a statement describing the "rights, privileges, duties and responsibilities" of the faculty; ". . . they shall not be free to **disseminate** doctrines and views that are subversive of the basic principles of American freedom and government or of the aims and purposes of the college as a Catholic institution committed to uphold the principles of Christian faith and morality." The word "disseminate" is the primary villain here; merely **quoting** from Marx, Luther, or The Beatles will put one in violation. Secondly, the unholy union between McCarthyism, Puritanism and the Inquisition implied in the statement is so outrageously oppressive that it will be difficult to attract and keep any qualified faculty at all.

This is but a small sample of what your administration thinks of the people who staff the college. Is it any wonder that we allow in third-rate status, watching our students and faculty members file their applications at other institutions?

Gerard A. Wagner
Assistant Professor

AN INSIGHT

Much has been written pro and con on the use of pot. I am writing this letter not to encourage or to condemn the use of pot, but rather to give a pot smoker's point of view.

I have been smoking marijuana periodically for more than 3 years and have found these smoking experiences very rewarding.

Unlike alcohol, marijuana does not dull the senses, but rather sharpens them. I am more conscious of the people and objects surrounding me when I've smoked than when I haven't smoked.

After a smoke, I sometimes remain in my room and meditate on whatever comes to my mind, or I sometimes go to the Student Center and talk to whoever is there. Whether meditating or talking, I am more aware of what is going on and what is being said. With me, marijuana is definitely a "little ole mind expander."

The evilness associated with pot is not in marijuana itself, but in the user. If channeled through the correct frame of mind, pot elevates it to a level that is explainable. On the other hand, some of the people who use pot are escapist by nature, and find it more pleasing to use pot than alcohol. But it's my opinion, that even a person's intention might be to escape, their chances of getting something out of it are better with pot than through the use of alcohol. After all, what's wrong with a little piece of mind.

If I'm not mistaken, the "juice-head" (those who drink) tend to get an emotional release by unleashing their destructive tendencies through alcohol. They have pulled urinals off walls, thrown sinks out of St. Francis Hall and are responsible for almost $52,000 worth of damage to this illustrious institution. Where as, us pot smokers have yet to cause a dollar's worth of damage to our college and yet, the college would rather catch us than the "juice head".

I'm familiar with that worn out saying, "Well, they're destroying their brains." But to quote the American Medical Association, it (Marijuana) is less physically harmful to the human body than either alcohol or tobacco." As I said before, I've been smoking for 3 years and have yet to be sick or suffer from after-effect. There is no hangover with marijuana.

Contrary to what most people think, marijuana is not addicting and does not lead to higher or adicting drugs unless it is used as an escape for the mind or just to escape the real and look at the unreal and float in to non-existence. However, it can become habit forming like cigarette smoking.

I will end with the old advertising cliche, "Pot tastes good like a cigarette should."

EDITOR'S NOTE: I received the above letter from a campus pot smoker. For a reason that is quite obvious, his name must remain anonymous. We print this for the same reason he wrote it. Not to encourage or to condemn, but rather to give a pot smoker's point of view.

Thank You

All Students, Clubs

and Faculty Members

Who Helped Make

This Paper Possible.

The Lion's Tale

EDITORIAL . . .

To give the students and faculty of our college the opportunity to express openly their views and opinions on issues that are not only vital to us as members of this college, but also as members of the world . . . This is the purpose of the LION'S TALE.

Whether the articles written are informative, critical, praiseworthy or humorous, is not important. What is important, is the expression of one's views.

Since one is incapable of making decisions or judgments until both sides of an issue are weighed or more information given, equal space will be given to any reader who disagrees or who is better informed on a particular issue.

It should be obvious, therefore, that in printing these articles the Editors do not endorse everything the writers have to say, or even their principal thesis. What we mean to do is give everyone a chance to be heard.

Education For Computerized Educators

Attention Educators! What are you doing to adequately aid the college students to acquire and maintain career positions equivalent to that of the college graduate? How are your teaching methods going to assist the student to obtain not only his choice of occupation but also enable him to progress adequately within the compounds of his career field?

To an extent, you have modernized the educational process, and you believe your teaching methods and courses correspond to today's modern industrialized world of computers, supersonic jets, and instant everything. You feed knowledge into our brains at a supersonic rate, and in return, you expect an instant replay from our computer oriented minds. Unfortunately, you have failed in your goal, providing of course that your goal is to educate. Instead of making college a learning process, you have transformed it into an obstacle course, in which the student is left without the prerogative of choosing a mode to undertake it.

As you feed the computer, you feed the student. As you expect an accurate feedback from the computer, you also expect an accurate feedback from the student. This comparison may be erroneous; however, the fact remains that the student's ability to do well in college lies solely in his ability to retain a vast amount of knowledge for only a short time, and then return this knowledge with a relatively high degree of accuracy on an exam. When the course is completed, the knowledge is lost, and the student then proceeds to his next obstacle.

Your problem is a simple one. You have to make the student realize the importance of the varied courses he must complete. But how do you tell an art major that Chemistry, Biology, and other related sciences are important to his future career? Perhaps your problem is not as simple as it appears. The student is not only disinterested in subjects he is forced to take, but he also realizes that some subjects will have no practical value in his career field.

I'm not going to conclude by simply informing you of a problem you're probably aware of; instead, I have a "modest proposal" which will serve as a solution to this problem, and will motivate the student to want, to acquire and retain his education.

Before I initiate my proposal, I believe I must first mention one aspect of today's society concerning the society itself. This generation consists of many individuals who are looking forward to prosperity at work, at home and in society. And many will agree that attainment of these goals is restricted to one's ability to establish the right social contacts. If my thesis is correct, my proposal will eliminate the computerization of students and generate an academic interest unparalleled in the history of education.

Educators! Your first step is to unite under the future interests of the students by eliminating all courses not directly related to a student's major course of study. Your next step is to establish a curriculum to replace these non-pragmatic courses with subjects having real meaning that can and will be applied by the student in his post graduate life. To assist you in establishing this curriculum, I suggest you begin by making courses in Alcohol Appreciation mandatory to all students. This new course would eliminate the independent study in this field, which is common to most college campuses. It would allow the student to spend more time with his other related courses, and finally, it would promote a feeling of contentedness and happiness among the student body. Related courses in "Shooting the Breeze" and "Correct Usage of Obscenities" would be helpful in assisting the student to express himself realistically. For the male student, "Golf Enthusiasm" would be helpful in establishing many social and business contacts. A course in "Effective Deception on Income Tax Returns" would be of great value to the future businessman when he finds it necessary to compensate for an ineffective budget. Other essential courses should include: "Backslapping", "Name-Dropping", and "Ethical Apathy."

With a concentration in these "Social Subjects", the student will want to learn, he will retain a larger portion of the material, and he will graduate with the confidence of knowing that he is prepared to meet the demands of this society.

Before concluding, I must state that I am not an idealist; therefore, I realize my proposal is incompatable at this time. However, I can only hope that someone will educate you, the educators, and enable you to teach this method of social, practical college education.

Blessed Are The Poor?

Part I

Since November 1967-November 1968 marks the Jubilee Year of the Bolshevik Revolution, the Editors are presenting a two part report that deals with the problems of the Soviet economy.

Better Today Than Yesterday?

It has become a Western cliche to say that the Russians are better off today than ever before. Yet, despite its industrial muscle, Russia lags behind not only the United States and Western European countries but also behind most of the Communist bloc in Eastern Europe in quality, variety and distribution of goods.

Today the Soviet government is the world's most colossal super-monopoly, the single owner and manager of everything in the U.S.S.R. Official statistics show a total of 1,300,000 administrative personnel in the central planning apparatus and its district agencies. There are also hundreds of regional and local committees, bureaus, and party commissions. Some Soviet experts estimate that there are, in all, 12 million people in the "sphere of administration" related to planning.

These Russian administrators have made enormous economic strides, but for all their productive power and their feats in space, they seem unable to produce a doorknob that always turns, a door that closes properly, a light fixture that works on the first try, or a toilet that flushes consistently.

The average Russian's clothes are shabby, ill-fitting and expensive. It takes half a month's wages to buy a pair of shoes. His diet is dependent on the seasons or whatever is plentiful at the time.

Russia's successful space start in the late 1950's led Krushchev to boast that within a generation the Soviet economy would match that of the U.S. With this boast, Krushchev failed to realize that Sputniks are no more proof of overall economic strength than were the Pyramids in ancient Egypt. Since then, Russia's rulers have learned that trying to catch up with the U.S. economically is like chasing the Horizon. No matter how fast you run, it still remains impossibly distant.

Russia's economic problems and the reasons for these problems are vastly complex, but we will present the most important ones.

Have Gun — Will Travel

Inordinate military spending has been the Soviet's biggest economic blunder. With less than half of America's gross national product, Russia feels obliged to keep pace with the U.S. output on arms and space programs. As a result, an estimated two out of every five Soviet workers are employed in defense industries, and the amount of productive capacity available for consumer goods is sharply curtailed.

Another major burden on the Russian economy is their military aid to friendly powers. During the past few years, Russia has been increasing their foreign aid program, but it is learning, as the U.S. has, that these nations are usually greedy for more aid and ungrateful when they get it. As a result, a debate is going on in the Kremlin over whether to continue helping their neighbors.

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IT'S TAKEN US 78 YEARS TO AWARD OUR FIRST DEGREES

No one can say that Saint Leo students rush into things. When Saint Leo College was chartered in 1889, it was empowered by the Florida legislature to grant academic degrees. But, at first, the monks of St. Leo Abbey opened only a small prep school for boys.

After suffering a period of lean years as an elementary institution, it was decided that if the word "college" was inserted, a substantial increase in tuition could be charged. This was easily accomplished with little change in faculty, facilities, or curriculum.

Now the more mature (?) students from across the country could flock to this out of the way resort, where for a sizable fee you could swim, golf, play tennis, and occasionally attend a class.

Its reputation of being a "college" for the student, **buy** the student, and of the student, soon spread throughout the land. Until in April of 1967 after 78 years, its first students were finally **forced** into accepting their degrees and pass into retirement.

Saint Leo's success has been measured by the number of institutions that have adopted its motto of "Raise Hell, Drink Beer, and Run Nude."

. . . But Did You Ever Have a Lioness By The Tail? ?

THE LION'S TALE

Vol. 1 No. 1 March 4, 1968
Post Office Box 1413 St. Leo College
St. Leo, Florida 33574 St. Leo Press

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Printed by Saint Leo Press

All articles submitted will be printed as they are written. The Editors feel that college students know how to write and therefore, we will not act as rhetoricians. Also, all articles will carry the author unless the Editors are advised to the contrary.

Chess Whiz

Bill O'Regan, who in next week's edition will present and judge the Chess contest, is one of the strongest players in the state of Florida. He is a member of the United States Chess Federation and is one of seven State Directors of the Florida Chess Association. Two of his games have appeared in the Fort Lauderdale News and last year Bill represented Miami-Dade Junior College at the Florida College Tournament, which was held at the University of Florida.

In 1966, Bill tied for first place in the Amateur Division of the Florida State Championship Tournament held at Cocoa Beach.

At the present time, Bill is playing a game of chess by mail. The game is against a scientist with the Department of Health Education and Welfare. This game should be finished in the spring of 1970.

Any student looking for a good game of chess can find Bill in Carmel Hall, room 23. Don't forget next week's contest!!!

DIRT

by Perry & Dick

Dirt welcomes all parents to St. Leo's "Propaganda Week."

What makes the fraternities and sororities on this campus think they're so big when they aren't even nationally affiliated? It's DIRT'S opinion that instead of being called Sigma Beta, Alpha Sigma Chi, etc., they should be called ABC clubs.

DIRT'S helpful hint for all campus lovers – "Contraceptives take the worry out of being close."

Can anyone confirm the rumor concerning one of the Fraters secretly dating a pretty coed from Priory Hall? Understand they go by the names of "Bonnie and Clyde."

DIRT'S dictionary defines ''Freedom of Speech'', as something lacking in the Monarch.

Selective Service now rules that graduate students are eligible for the Draft. However, St. Leo seniors shouldn't fret. Due to their four years of training here, they are not only ineligible for graduate schools but also for the Draft.

DIRT'S beauty hint for coeds– "Noxema helps you take it All off."

Perry and Dick overheard two distraught faculty members discussing certain policies of the administration. Said one to the other, "Where's Lee Harvey Oswald now that we need him?"

DIRT'S dictionary defines "Happiness" as a good belch after a couple of beers.

It's funny how things tend to disappear around here. When we came to St. Leo's, the administration was offering a B.S. degreee. They're still offering plenty of BS, but somehow the degree has disappeared. "Bet the Monarch won't print this."

Perry: "Can we get away with writing all this DIRT?"

Dick: "Sure we can! God's dead – anything goes."

The only exercise DIRT gets is: jumping to conclusions, running down our friends, side-stepping responsibility and PUSHING OUR LUCK.

Fagan Says "Good Year"

The following is an interview the Lion's Tale had with Coach Fagan.

LION'S TALE—Finishing the season with a 10-5 mark and having to rely heavily on Freshmen, would you consider this season a success or failure, and why?

COACH FAGAN—Highly successful. At the beginning of the year, I said this would be a year of learning. A team so young, and playing together for the first time, takes time, patience and hard work. These things being considered, we have done extremely well. We played a college schedule with a Freshman team. Two of our losses (Rollins, second Florida Southern game) were heartbreakers and we might have won them with a decent break.

LION'S TALE—You have mentioned that St. Leo's is getting a better and stronger schedule next year and the year after. But looking back over this year, I would say that our team isn't strong enough to tackle major teams. Our 5 losses were against so-called major schools. Why do you want to play a tougher schedule when we can't beat the strong teams already on our schedule?

COACH FAGAN—We'll get better, that's our goal. We plan to build-up gradually to a better schedule. We don't want to play a 27 game schedule where I know we can win every game. We don't want to play a soft schedule with the like of Slippery Rock U. and Southwesteastern Community Club. By playing the best, you bring out the best.

LION'S TALE—As a coach, you are known to be somewhat emotional on the bench. Do you think of yourself as another Red Auerbach?

COACH FAGAN—Ha! No. As far as some fans are concerned, it may be too emphatic. But losing is the most distasteful thing I can imagine. I have tried the nice guy routine, but have found that a yell now and then helps a player and the team. Not too many coaches are calm on the bench. If I'm complacent, so's the ball club. No one wants to be chewed-out, but in order to improve a player's performance, a chewing-out is sometimes necessary. The players know this has to be done, but at times, the fans don't understand. It can bring some players out of a daze and back into the game.

LION'S TALE—As far as individual players, who was the MVP on this year's team, and why?

COACH FAGAN—There is no one individual. All have played well at times. They still have a lot to learn, but they are learning. We don't have a player who has all the qualities of a superstar, but they are all good players.

LION'S TALE—What player improved the most over the year and what player are you expecting great things from next year?

COACH FAGAN—No player improved as much as I had hoped. They haven't come anywhere near their peak as a team. The reasons are obvious. We had too many things working against us. To begin with, it was impossible to set-up a routine practice schedule. Sometimes practice would be in the early morning, afternoon or late evening, depending upon when the Dade City Armory was available. We are the fourth consideration of the Armory. Ahead of us are Dade City High, Mickens High and the City League. Secondly, as I said before, we are young and it takes time and experience working together as a team before we are really able to turn it on. And last of all, our seven game Texas-Mexico trip was cancelled. If we had those seven games under our belt, we would have been a lot stronger.

LION'S TALE—What about next year?

COACH FAGAN—We plan to play a tighter defense, which will mean more work. This past season we did quite well considering the roadblocks. The new college arena will help us. With new recruits and a new arena, we'll have a lot going for us. We won't have our powerful schedule. But by the time the present Freshmen are Juniors, we'll not only have a strong schedule but also a strong team.

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